

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Judith K. Walker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sacramento Elementary School
(As it should appear in the official records)

School Mailing Address 640 Main St. P.O. Box 288
(If address is P.O. Box, also include street address)

Sacramento Elementary School KY 42372-9474
City State Zip Code+4 (9 digits total)

Tel. (270) 736-2343 Fax (270) 736-5520

Website/URL McLean.K12.KY.US e-mail JWalker@McLean.K12.KY.US

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Earl Melloy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McLean County Tel. (270) 736-5257

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Otis Griffin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)
 5 TOTAL

2. District Per Pupil Expenditure: \$6455.00
 Average State Per Pupil Expenditure: \$7033.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	13	8	21		7			
1	12	10	22		8			
2	15	4	19		9			
3	8	11	19		10			
4	8	12	20		11			
5	10	11	21		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								122

6. Racial/ethnic composition of the students in the school: 98% White
2% Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 26%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	125
(5)	Subtotal in row (3) divided by total in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26%

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 67%
81 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12%

15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 8 </u> Speech or Language Impairment
<u> 4 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> 4 </u>
Paraprofessionals	<u> 3 </u>	<u> 1 </u>
Support staff	<u> 5 </u>	<u> </u>
Total number	<u> 16 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio: 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	93%	96%	90%	96%	93%
Teacher turnover rate	61.54%	15.38%	30.77%	16.67%	16.67%
Student dropout rate					
Student drop-off rate					

Part III Summary of Sacramento Elementary

Sacramento Elementary is a K-5, small, rural school located in the part of Kentucky known as the Western Kentucky Coal Field. The enormous decrease in the demand for this high-sulfur product has forced mine closings, reduced production at operating mines, and prompted the layoff and termination of thousands of miners. Overall, this scenario has had a devastating impact on the individuals, families, and communities of the Western Kentucky Coal Field Area.

Our school has been an integral part of our community for over sixty-five years and it remains that way today. We have a partnership with our parents and community members that only a few schools can claim. Thousands of volunteer hours have gone into charting a course to guide our school in becoming the best that it can be. Faculty, staff, parents, and school community members can often be found working together at our school nearly any time of the week. It is often said, “No one here gives 100%... all give more”. We attribute much of our success to a very positive culture and climate; there is an unwavering expectation of success. As one looks at the renovations and new educational opportunities within our boundaries you begin to understand the pride, ownership, and commitment that is felt for our school and for the efforts our students make to reach their potential. Paintings and murals along with the student writings, projects, and decorations adorn the walls to enhance the educational setting for our students, our most prized possessions. We place the academic, social, and emotional needs of our students first, planning what is best for them, and then doing everything we can to meet their needs.

We strive continuously to ensure that the students of Sacramento Elementary receive an equitable education within a curriculum that is aligned with the Kentucky Core Content and Program of Studies. Our students achieved an Academic Index of 88.1 and an Accountability Index of 89.1 placing us in the top ten percent (10%) of the schools in Kentucky for the CATS in 2003. Our teachers hold high expectations for all students and address their needs through a variety of instructional strategies. All of our students have access to the full curriculum including technology usage. Title 1 and Instructional Assistants give additional support and instruction to all children that need extra help to reach their full potential. Our Extended School Service also provides one-on-one and small group instruction for students needing long and short term help on specific skills. Educational technology programs that monitor, assess, and challenge students provide instruction based on individual strengths and weaknesses. Students attend Exploratory Classes in fourth and fifth grades and receive small group instruction for Kentucky history, technology, visual art, and theater. As we continue to strive for excellence in academics, attendance, and behavior our curriculum offers challenging and developmentally appropriate stimulation for a variety of learning styles. Teachers and assistants have received professional development in identifying and addressing achievement gaps through CATS desegregation. Gender, learning styles, and teaching strategies involving differentiation of instruction have also been addressed. Especially significant gains are demonstrated across the past three years with reading and math scores of male students and students who are economically disadvantaged.

~~~~Sacramento Elementary School Mission~~~~

The staff of Sacramento School believes that all students can learn. The role of our school is to create a nurturing, learning environment with the support of home and community. We will strive to create a safe environment in which all learners succeed academically, socially, and emotionally.

Part IV #1 The meaning of the Sacramento Elementary Assessment Results

THE COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

The **CTBS Terra Nova** is given to exiting primary students that will be entering fourth grade in the following fall. The students in our district are assessed over all content areas including Reading and Math. The scores from these tests become a component of the CATS and they are figured in the Accountability Index. The scores from these tests are also compared across the nation with other schools taking the same assessment. Student results are shown in Median National Percentiles (MDNP), Mean National Stanine (MNS), Mean Normal Curve Equivalent (MNCE), and Mean Scale Score (MSS). The scores are displayed both by individual students and by individual grades/schools. Our school's total score shows an increase in reading, language and math from 44 MDNP in 1998 to 68 MDNP in 2003. This shows the amount of increase in ranking across the nation. Student scores are looked at individually and can also be compared to their anticipated scores based on their individual cognitive scores.

The **Kentucky Core Content Test (KCCT)** is given in fourth and fifth grades and all students participate in the assessment. The reading assessment is given to fourth graders and the math assessment is given to fifth graders. Other content areas are also included. Each area of the assessment is composed of two distinct types of questions: open response, which counts double, and multiple-choice. The open response is scored on the student's ability to answer the question with a response of high quality. The answer is scored from one to four (1-4) with four being the highest. Our student's individual scores as well as school wide scores are reported. The goal of all Kentucky schools is to reach an academic index of 100 by the year 2014. Our reading scores have had an academic index varying from 82.17 to 87.11 during the years of 1999–2002; in 2003 our academic index rose to 96.30. The academic index in math increased from 49.36 in 1999 to 82.91 in 2003. Each year progress is tracked, results are assessed, and strategies are reviewed/formed as we prepare for the coming year.

Sub-domain Mean Scores Report:

Reading has four sub-domains and each is reported: Literary, Informational, Persuasive, and Practical/Workplace. Math is reported in the four sub-domains of Algebraic Ideas, Number/Computation, Geometry/Masurement, and Probability/Statistics. This report lists the school and state mean for each group of items that measure each sub-domain.

Core Content Report:

Open Response is reported as the percent of students scoring from B (blank answers) to a 4 (highest) in each of the sub-domains. The numbers correct, incorrect, and omitted for the Multiple Choice items are included. Also reported are the school/district and state means along with the standard error to aid in the interpretation of comparisons.

Performance Level Percents Report:

The performance level percents are graphed for easy interpretation and disaggregation. This is the report of achievement for whole grade, gender, race, Title 1, Migrant, Limited English (LEP), Extended School Services (ESS), Gifted/ Talented (G/T), Free/reduced, and Disability. Achievement gaps become evident in this report.

Scale Score Data Disaggregation Report

Each subgroup (Gender, Ethnicity, Title 1, Migrant, LEP, ESS, G/T, Free/Reduced and Disability) is analyzed by data that is reported. The report reflects the scale scores and academic indexes of school, district, and state.

Part IV #2 Sacramento Elem. uses Assessment Data to Understand and Improve Performance

Sacramento School realizes that frequent and careful monitoring of our students' academic progress is one of the major attributes of an effective school. Our teachers and administrator have identified the required core curriculum determining which topics, skills, and concepts are essential for each grade level or subject and how many must be taught to mastery within the year. Our school's assessments include: networking, assessing student mastery of skills and concepts using formal and informal assessments. Technology based assessments of math and reading skills are also used to track the progress students are making toward mastery of district standards.

Sacramento teachers work cooperatively together to exchange information and resources. They meet to work jointly in an intellectual professional endeavor. Informal assessments determine classroom lessons and activities, skills and concepts to be emphasized, and time to be allotted. From formal and informal testing the teachers find out whether their teaching is successful and for which students. They learn in what respects their teaching needs improvement through assessment information. Teachers gain assessment information from norm-referenced testing, criterion-referenced testing, performance-based assessments, and portfolios. The district school calendar includes a full day for the analysis of state assessment results, with much follow up in small group and individual desegregation. Parents and community, as well as district administration, learn of the results through school board presentations and the school report card that is sent to the parents of each student. The district utilizes the school's assessment results to determine the type and amount of program resources to be allocated for each school year.

Part IV #3 Sacramento Elementary Communicates Student Performance

Our school communicates student performance in several ways. One of the most commonly used methods is the nine weeks report card of student achievement. This report is divided into each core content area and then subdivided into specific content and effort. Parents also receive a midterm report of progress or lack of progress at the middle of the reporting cycle. Our district has two parent/teacher conference days scheduled within the school calendar each year and all parents are encouraged to attend. This allows for specific one-to-one conversations about the students, ways to address their needs, as well as praise their accomplishments. The previous years statewide and/or federal assessment results, along with the report card, are given to the parent at the first parent/teacher conference at the end of the first nine weeks. The second scheduled conference is held after the third nine weeks grading period.

The CATS Assessment results are reported in the School Report Card that is mandated yearly. The School Report Card is placed on the Kentucky Department of Education (KDE) web site and sent to each student's parent. This report shows progress over time and expected improvement levels needed to reach to statewide goal of 100 Academic Index by the year 2014. KDE also posts the results of all Kentucky Core Content Tests on their website. Local newspapers report the assessment results and often show it in comparison to other schools / districts within the local area. Each school in the district has an Expanded School Report Card and each district has a District Report Card; both are available upon request.

Once a year we have an Awards Ceremony for the students that took the Kentucky Core Content Test in fourth and fifth grades. Students are praised for their effort and awards are given. The parents are informed of how the assessment is designed, its purpose, and the results.

Part IV #4 Sacramento Elementary will Share its Successes with Other Schools

We believe that one of the most important aspects of a successful school is the rapport it has with the parents and community. We strategically planned projects to involve our community in 1997 and attitudes began to change for the positive in all stakeholders. As a result, our test scores began to rise. We are available and very willing to share how community support and involvement has had such a positive impact on our school and on the assessment.

The principal and teachers will also be available to present at professional developments and/or conferences some of the reading and writing strategies that we have found successful. We will design a two-hour seminar on “The Successful Partnerships For Student Success at Sacramento.” This presentation will be available for teams of teachers and administrators from other schools, at our school or theirs. The presentation will showcase how we encourage individual and small group reading in kindergarten and first grades using the phonetic approach and how volunteers are an important part of our programs. We can also incorporate researched based computerized reading programs that support student achievement and explain how these can be worked into daily procedures.

Our state assessment is centered on the ability to write high quality answers. A few years ago we realized, through analysis of data and scores, this was our weakness – the content was being taught but we were struggling with how to give a written explanation on high level. We will be available to present successful strategies that we developed, such as identifying small groups and assigning adult coaches. These coaches share respect, concern, and enthusiasm with their students as they encourage each to reach their full potential. These coaches help their students to use higher level thinking, analyze their work, and then strive to improve.

Our district level personnel are a vital part of our success. They provide professional development, are accessible and responsive to meeting our many educational and funding needs, and actively promote a unified curriculum for our school system. Personnel from our central office have experience and are willing to present at professional developments and/or conferences also on the topics of curriculum alignment and mapping, programs offered throughout our district, and strategies that promote high achievement.

Part V #1 Sacramento Elementary Curriculum

The McLean County Performance and Content Standards outline the core of each curriculum area as follows: Curriculum Areas - Language Arts, Math, Science, Social Studies, Practical Living / Vocational, and Arts / Humanities. Within all curriculum areas our students shall develop the abilities to...

- think clearly and solve problems (classify, decide, solve, compare)
- talk and write clearly (present, persuade, collaborate, explain, recommend)
- make careful plans and use them (brainstorm, envision, research, plan, organize, persist)
- use the quality process (plan, draft, analyze, and revise when producing products)

Teachers from our district have compiled the McLean County Performance and Content Standards based on the National Standards, Kentucky Core Content and Kentucky Program of Studies. Each content area contains both ability and content standards that are required at each level. These standards outline the basic content that teachers are required to cover and guide the curriculum. Parents are given a copy of these standards at the beginning of each school year and student progress reports are sent home every nine weeks.

Within all curriculum areas our students are presented situations in which they must use higher-level thinking, problem solving, and inquiry techniques. They are encouraged to then take the information gathered and publish it in written form so that an audience/reader can interpret the findings. Much of our curriculum/assessment in all content areas is dependant on this type of writing.

Part V #2 Sacramento Elementary Reading Curriculum

Our kindergarten and first grades use a phonemic approach to reading. Each level uses the Sing, Spell, Read, and Write program. Kindergarten students are introduced to sight words through daily usage as the teacher writes a letter to her class each morning or introduces a special word. Soon the students begin to recognize familiar words and more are added. Students are taught letter recognition and letter sounds early in the year and actual reading begins as early as winter for some. Our first grade teacher also incorporates Saxon Reading as a supplemental resource and this addresses phonics using a different approach. Volunteers come in daily to read with the first graders; every child reads orally each day in a group no larger than 3:1. Students are encouraged to read at least two books weekly and to take Accelerated Reader tests.

Our second and third grades use the Spotlight on Literacy, Macmillan/McGraw Hill series and this series is a combination of both phonics and whole language. The transition into whole language is aided by the fact that grammar and spelling are taught within this reading program. Students in second and third also utilize two computer based instructional programs: Lightspan (researched based reading) and Essential Skills (reading, spelling, and grammar).

Our fourth and fifth grades approach reading through chapter books, specific skills, and reading across disciplines. Our fourth grade's curriculum is based on the writing curriculum. Students read in the genre in which they are writing. This provides our students with proficient and

distinguished writing examples. The newspaper in the classroom and the Scholastic News bring in the real life connections to reading and writing. We also use the Accelerated Reading program to build vocabulary and comprehension. The combination of these methods allows our students to become diverse readers. Students are assessed informally and their weaknesses noted. The results and analysis, of these varying forms of assessment, help to guide the reading curriculum.

Part V #3 One Other Curriculum Area at Sacramento Elementary

WRITING

Writing begins in Kindergarten as scribbles and single letters, the student interprets what is written and the teacher/assistant then writes what is said. The Writing Portfolio and Open Response questioning also begin in Kindergarten.

The Writing Portfolio contains four entries: Personal Expressive (narrative, memoir), Transactive (feature article, brochure, how-to), Literary (short story, poetry, short play), and Letter to the Reviewer. Three pieces come from the Language Arts area and one from a different curriculum area; usually this is the Transactive piece. The student writing process involves brainstorming, pre-writing, revising, peer conferencing, teacher conferencing, editing, rewriting, and publishing each piece. One piece of student work will take several weeks or even months to complete. Students consider the situation, purpose for writing, audiences to whom they are writing, and mode (type of piece). They also learn to use voice, creativity, and stay focused with descriptive and supporting details. Our district requires a Progressive Portfolio that begins in kindergarten and continues through high school; each year entries are developed and placed in the portfolio. The fourth, seventh, and twelfth grade portfolios are double blind scored by trained faculty and the scores become a part of our accountability.

Open Response is oral in Kindergarten then writing begins in first grade. Often students and teachers together develop scoring guides after hearing the question. It is determined what is required for a “4” (distinguished) answer then a 3,2,1. Students answer, then have their response scored, if it is not a 3 or 4 they are conferenced with individually or in group, next they rewrite the answer striving to bring it up to the next level. This is the type of response that is given throughout the state assessment in our fourth and fifth grades using the state general holistic scoring guide.

The writing portfolio and open response questions continue through grade twelve in our state assessment. Our writing curriculum is continuous kindergarten through twelfth grades and it addresses all the essential skills of grammar, spelling, and writing. We strive to teach the type of writing that will be used throughout one’s life in a variety of ways and to encourage the students to become life long learners.

Part V #4 Instructional Methods Used to Improve Student Learning at Sacramento Elementary

We use differentiated teaching and instructional strategies to meet the many diversified learning styles of our students. High level questioning utilizing Bloom's Taxonomy is incorporated at all levels. We strive to require high levels of thinking, problem solving, and inquiry. The following list includes examples of our strategies:

1. Assessment is designed to mirror the format of the state and national tests.
2. Direct instruction is given to both whole and small group.
3. Small group in reading, writing, and math is utilized in our Primary grades (K-3).
4. Individual instruction is provided in Primary reading and Portfolio conferencing in 2nd – 5th.
5. Volunteers work with one to three students in oral reading in first grade on a daily basis.
6. Both whole and small group instruction utilizing technology –
 - Lightspan (researched based, computerized reading program)
 - Essential Skills (introduction through advanced levels of phonics, grammar, spelling, reading, and reading comprehension)
 - Accelerated Reading (researched based reading and reading comprehension with computerized assessment and tracking)
 - Research via the internet, teacher facilitated
Every classroom has Avery Keys allowing display of research over large TVs
 - Accelerated Math (researched based computer generated math; individualized and tracked to meet student needs)
 - Student Technology Standards – instruction guided by the Kentucky Department of Ed. standards
7. Hands-On instruction –
 - Music Keyboard Lab (keyboards for up to thirty individual students)
 - Theater (four plays presented annually in fourth and fifth grades for the whole school and community)
 - Visual Art classes (project focused)
 - Science Lab (classroom for Science experiments in fourth and fifth)
 - Computer Lab (available daily to all students for research, skills, content instruction, writing portfolios, etc.)

Part V #5 Sacramento Elementary Professional Development Program

Professional Development (PD) is provided to all of our faculty and instructional staff. Specific needs and growth areas are identified and written in our Comprehensive School Improvement Plan (CSIP). Individual Growth Plans are developed yearly by our faculty. The faculty and instructional staff meet together in school wide PD that meets these identified areas; district-wide PD is also provided each year. Beginning teachers and teachers new to our district are provided with *New Teacher Training* each month during their first year. The district provides and requires this training, which covers topics such as: district content and performance standards, curriculum mapping, district guidelines and information, and classroom management techniques. Twice a year our district conducts *Kindergarten Forums* for all teachers of entry-level students. The teachers meet together to discuss progress, programs, successes, and test analysis. We also have funds available to pay for additional PD to meet specific individual needs, which will enhance student learning. Vigorous training in writing is encouraged as our state test relies heavily on the students' ability to write. The students' ability to write relies heavily on the teachers' knowledge, understanding, interest, and presentation of material. Teachers are also sent to other classrooms within our school to observe specific lessons that they also teach, thereby, providing continuity on a linear level (i.e. Open Response Questioning). New teachers are sent to observe the same grade level in high achieving schools to gain insight and ideas. Both faculty and instructional staff attend conferences. Our district is developing math and reading specialists within each school. These teachers are given opportunities to attend district, state, and national conferences such as the Council of Teachers of Mathematics, the International Reading Association Conference, and the Kentucky Teaching and Learning Conference. These teachers will then share what they have learned with the remainder of the faculty and instructional staff throughout our district.

STATE CRITERION-REFERENCED TESTS

THE COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

READING

Grade 4

Test Kentucky Core Content Test (KCCT)

Edition/publication year Current Year of Testing Publisher DRC Date Recognition Corporation

Number of students in the grade in which the test was administered:

2002/03 – 20 2001/02 – 27 2000/01 – 18

Number of students who took the test 100%

What groups were excluded from testing? There were no groups excluded

Why, and how were they assessed? _____

Number excluded 0 Percent excluded 0%

Students taking the CATS Assessment perform in the categories of Novice, Apprentice, Proficient, and Distinguished. Novice and Apprentice scores are divided into “low, middle, and high” which provides analysis information and helps to guide teaching. Proficient is the goal for all students by the year 2014; this is the category that receives a 100 academic index. Students scoring Distinguished will receive a score of 140; this category will be reached only by students performing at very high academic achievement.

Table 1
Fourth Grade – Reading
The Kentucky Core Content Test
Subgroups – Low Income & Gender

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES TOTAL	96.30	87.11	82.17
At or above Novice	100%	100%	100%
At or above Apprentice	95%	93%	90%
At or above Proficient	80%	63%	61%
At Distinguished	15%	8%	0%
Number of students tested	20	27	18
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SCHOOL SCALE SCORE	530	555	544
SUBGROUP SCORES			
1. Low Income	12	15	9
At or above Novice	100%	100%	100%
At or above Apprentice	92%	86%	77%
At or above Proficient	75%	72%	33%
At Distinguished	17%	7%	0%
2. Female	8	16	9
At or above Novice	100%	100%	100%
At or above Apprentice	100%	87%	100%
At or above Proficient	75%	50%	77%
At Distinguished	0%	0%	0%
3. Male	12	11	9
At or above Novice	100%	100%	100%
At or above Apprentice	92%	100%	77%
At or above Proficient	83%	80%	44%
At Distinguished	25%	20%	0%
STATE SCORES TOTAL	83.49	81.9	80.7
At or above Novice	100%	100%	100%
At or above Apprentice	87%	85%	84%
At or above Proficient	63%	60%	58%
At Distinguished	7%	6%	5%
STATE SCALE SCORE	545	548	547

STATE CRITERION-REFERENCED TESTS

THE COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

MATH

Grade 5

Test Kentucky Core Content Test (KCCT)

Edition/publication year: Current Year of Testing Publisher: DRC Date Recognition Corporation

Number of students in the grade in which the test was administered
2002/03 – 22, 2001/02 – 18, 2000/01 – 17

Number of students who took the test 100%

What groups were excluded from testing? There were no groups excluded
Why, and how were they assessed? _____

Number excluded 0 Percent excluded 0%

Students taking the CATS Assessment perform in the categories of Novice, Apprentice, Proficient, and Distinguished. Novice and Apprentice scores are divided into “low, middle, and high” which provides analysis information and helps to guide teaching. Proficient is the goal for all students by the year 2014; this is the category that receives a 100 academic index. Students scoring Distinguished will receive a score of 140; this category will be reached only by students performing at very high academic achievement.

Table 3
Fifth Grade – Mathematics
The Kentucky Core Content Test
Subgroup – Low Income & Gender

	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May
SCHOOL SCORES TOTAL	82.91	73.15	55.82
At or above Novice	100%	100%	100%
At or above Apprentice	82%	72%	60%
At or above Proficient	46%	34%	24%
At Distinguished	23%	17%	0%
Number of students tested	22	18	17
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SCHOOL SCALE SCORE	548	565	549
SUBGROUP SCORES			
1. Low Income	14	9	10
At or above Novice	100%	100%	100%
At or above Apprentice	71%	66%	60%
At or above Proficient	35%	22%	20%
At Distinguished	14%	0%	0%
2. Female	11	7	7
At or above Novice	100%	100%	100%
At or above Apprentice	82%	86%	42%
At or above Proficient	36%	14%	14%
At Distinguished	9%	14%	0%
3. Male	11	11	10
At or above Novice	100%	100%	100%
At or above Apprentice	82%	64%	70%
At or above Proficient	54%	45%	30%
At Distinguished	36%	18%	0%
STATE SCORES TOTAL	67.65	66.07	63.9
At or above Novice	100%	100%	100%
At or above Apprentice	69%	67%	65%
At or above Proficient	38%	36%	34%
At Distinguished	8%	7%	6%
STATE SCALE SCORE	558	560	558